



BELTON-HONEA PATH HIGH

11000 Belton-Honea Path
Honea Path, South

Grades	9-12 High School	
Enrollment	1,050 Students	
Principal	James S. Ouzts	864-369-7382
Superintendent	Thomas T. Chapman	864-369-7364
Board Chair	Dr. Danny Hawkins	864-369-7364

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	At-Risk
2010	Excellent	At-Risk
2009	Average	Below Average
2008	Average	Good
2007	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
13	8	13	1	1

* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	81.6%	85.7%	78.5%	78.0%	81.2%	80.9%
Passed 1 subtest (%)	11.0%	9.6%	13.5%	11.9%	10.4%	11.4%
Passed no subtests (%)	7.5%	4.8%	8.0%	10.1%	8.6%	8.3%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	92.8%	92.3%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	270	266	334	304
Number of Graduates in Cohort	201	210	244	220
Rate	74.4%	78.9%	74.3%	68.8%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	270	N/A	315
Number of Graduates in Cohort	N/A	204	N/A	231
Rate	N/A	75.6%	N/A	72.3%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	83.4%	77.9%
English 1	68.5%	69.5%
Biology 1/Applied Biology 2	71.4%	71.4%
Physical Science	66.2%	58.1%
US History and the Constitution	40.2%	49.9%
All Tests	66.1%	64.5%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,050)				
Retention rate	2.9%	No Change	4.1%	3.4%
Attendance rate	96.2%	Up from 95.6%	94.7%	95.0%
Served by gifted and talented program	18.2%	Up from 16.5%	14.5%	12.4%
With disabilities other than speech	11.5%	Down from 15.9%	10.5%	9.9%
Older than usual for grade	6.6%	Down from 8.7%	6.2%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.8%	Up from 0.4%	1.0%	0.9%
Enrolled in AP/IB programs	10.1%	Down from 11.7%	16.6%	13.0%
Successful on AP/IB exams	35.9%	Down from 47.8%	53.8%	51.7%
Eligible for LIFE Scholarship	29.8%	Up from 25.9%	33.9%	30.1%
Annual dropout rate	2.9%	Down from 3.5%	3.5%	2.5%
Career/technology students in co-curricular organizations	20.8%	Up from 19.6%	1.3%	2.9%
Enrollment in career/technology courses	587	Up from 572	501	419
Students participating in work-based experiences	32.3%	Down from 34.6%	11.1%	7.2%
Career/technology students attaining technical skills	84.0%	Down from 88.3%	83.6%	83.0%
Career/technology completers placed	100.0%	No Change	97.2%	98.4%
Teachers (n=54)				
Teachers with advanced degrees	61.1%	Down from 64.8%	63.0%	61.1%
Continuing contract teachers	94.4%	Up from 92.6%	86.7%	80.6%
Teachers returning from previous year	90.0%	Down from 90.7%	88.7%	86.5%
Teacher attendance rate	96.5%	No Change	95.7%	95.5%
Average teacher salary*	\$47,872	Down 5.6%	\$47,635	\$46,884
Professional development days/teacher	6.1 days	Down from 9.9 days	9.9 days	10.0 days
School				
Principal's years at school	16.0	Up from 15.0	5.0	4.0
Student-teacher ratio in core subjects	34.2 to 1	Up from 33.4 to 1	29.7 to 1	26.5 to 1
Prime instructional time	91.6%	Up from 90.8%	89.0%	89.3%
Dollars spent per pupil**	\$7,139	Down 6.6%	\$7,258	\$7,804
Percent of expenditures for teacher salaries**	60.8%	Down from 62.4%	56.7%	58.0%
Percent of expenditures for instruction**	63.0%	Down from 65.1%	60.0%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 100.0%	97.0%	97.3%
Character development program	Average	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
Classical language program assessment	N/A	N/A	N/A	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	236	92.8%	1225	66.1%	270	74.4%	No
Gender							
Male	119	92.4%	625	68.2%	139	69.1%	N/A
Female	117	93.2%	593	64.1%	131	80.2%	N/A
Racial/Ethnic Group							
White	185	95.1%	952	69.5%	202	75.7%	N/A
African American	48	83.3%	256	53.5%	57	73.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	38	71.1%	144	39.6%	37	43.2%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	105	87.6%	588	58.5%	123	65.9%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Belton-Honea Path High School received an absolute rating of "Excellent" on the 2010 South Carolina Annual School Report Card. We also received a high performance award in the inaugural ACT/SAT Performance Improvement Award Program which recognizes schools whose scores exceed the national average and score in the top tenth percentile in the state. Of course these recognitions would not be possible without good students and excellent teachers.

Content Literacy Continuum (CLC), our school-wide approach to literacy which began during the 2008-2009 school year with a small group of teachers, expanded to over half of our staff this year. Teachers will receive additional training during the summer with hopes of having all teachers trained and diligently using CLC by the end of next school year. Academic Assistance Teachers continued using SIM strategies, which are a part of CLC, to help their students meet higher standards. Reading teachers continued using Xtreme Reading and Strategic ELA to help our struggling readers.

Positive Behavior Intervention and Supports (PBIS) was implemented in 2008 to recognize students who displayed positive behaviors based on PBIS expectations. The program has grown significantly during the past three years. PBIS encourages students and teachers to exhibit Bear Pride and the idea has definitely caught on at BHP. A record number of students received recognition for exhibiting positive behavior during the year. The next step will be to gain community support for PBIS

BHP students excelled in academics, Art, Band, Chorus, athletics, FFA, and Air Force JROTC during the 2010-2011 school year. Seniors earned \$3,585,046 in academic, athletic, and military scholarships. This amount only counts the first year of renewable scholarships. Nine athletic teams made the state playoffs and a number of athletes were involved in state individual competition. The Agriculture Program is still one of the largest in the state and our band and JROTC programs performed extremely well in marching contests and drill meets. Numerous chorus and band students were selected all-state.

The BHP community remained very supportive of all aspects of our school. During our Renaissance Evening of Excellence, \$25,000 in scholarships was awarded to students by local business, industry, foundations, and individuals. Parent volunteers were a vital part of every extra-curricular program and worked especially hard for athletic teams, band, and chorus. Because of excellent community support, respectful students, and a caring staff, Belton-Honea Path High School remains one of the best-kept secrets in the upstate.

Jimmy Ouzts, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	160	51
Percent satisfied with learning environment	82.8%	72.5%	84.3%
Percent satisfied with social and physical environment	94.8%	73.0%	88.2%
Percent satisfied with school-home relations	83.1%	79.2%	86.3%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress	No
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This school met 12 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.4%	0.0%	No

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	288	100.0	11.0	29.3	31.4	28.3	66.4	66.7	68.0	No	Yes
Male	146	100.0	16.1	32.2	30.8	21.0	60.1	60.4	63.1	N/A	N/A
Female	142	100.0	5.7	26.4	32.1	35.7	72.9	73.0	73.1	N/A	N/A
White	230	100.0	10.2	26.5	31.4	31.9	69.9	70.0	79.4	No	Yes
African American	57	100.0	14.3	41.1	30.4	14.3	51.8	52.6	51.7	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	51	100.0	51.0	38.8	10.2	N/A	12.2	14.0	22.8	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	45.1	I/S	I/S
Subsidized meals	126	100.0	12.2	40.7	30.1	17.1	52.8	53.6	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	288	100.0	17.7	36.7	23.7	21.9	59.4	59.6	62.3	No	Yes
Male	146	100.0	18.9	33.6	25.2	22.4	61.5	61.8	61.4	N/A	N/A
Female	142	100.0	16.4	40.0	22.1	21.4	57.1	57.4	63.2	N/A	N/A
White	230	100.0	14.2	36.3	23.5	26.1	64.6	64.8	75.3	Yes	Yes
African American	57	100.0	32.1	37.5	25.0	5.4	39.3	40.4	42.9	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	84.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64.1	I/S	I/S
Disabled	51	100.0	57.1	34.7	8.2	N/A	12.2	14.0	21.5	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	47.1	I/S	I/S
Subsidized meals	126	100.0	26.0	39.0	22.8	12.2	46.3	47.2	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	288	98.3	50.2	22.6	14.1	13.1	27.2	N/A	N/A	N/A	N/A
Male	146	97.9	50.3	21.7	14.0	14.0	28.0	N/A	N/A	N/A	N/A
Female	142	98.6	50.0	23.6	14.3	12.1	26.4	N/A	N/A	N/A	N/A
White	230	99.1	46.5	21.9	16.2	15.4	31.6	N/A	N/A	N/A	N/A
African American	57	94.7	64.8	25.9	5.6	3.7	9.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	51	96.1	85.7	8.2	2.0	4.1	6.1	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	126	96.0	61.2	23.1	7.4	8.3	15.7	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	251	99.6	9.0	33.9	26.9	30.2	66.9	66.7	65.9
	2011	288	100.0	11.0	29.3	31.4	28.3	66.4	66.7	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	251	99.6	10.6	30.2	34.7	24.5	68.2	67.9	62.3
	2011	288	100.0	17.7	36.7	23.7	21.9	59.4	59.6	62.3

* Adjusted to account for natural variation in performance.